Macandrew Bay School Attendance Management Plan

Overarching attendance objectives and strategic priorities

This document outlines attendance at Macandrew Bay School, which is located on the Otago Harbour near Dunedin and provides education for learners from Years 1 to 6. The school's mission statement is, 'simply the best for our children'.

Research shows that students who attend school or kura regularly are more likely to achieve their goals and to achieve success and progress. We want to see 90% attendance for all ākoka and engaged learners who feel good about their learning success and progress. We believe that when ākoka experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning they will attend school regularly. This is linked to our annual target goal of **Empowered Learners experiencing a rich broad curriculum.**

We also strive for a school environment that ensures the physical, psychological and emotional wellbeing and safety of all our students. We know when students feel safe, have strong relationships with staff and their peers they want to come to school. We also work very closely with our parents/whānau to ensure that we build strong, trusting relationships with our students, their families and the wider community so that we have good attendance.

This plan aligns with the Ministry of Education's requirements for mandatory Attendance Management Plans and the Stepped Attendance Response (STAR) framework. This plan also aligns with the Macandrew Bay School docs plan on Student attendance policy and Attendance procedures available for viewing on School Docs.

https://www.schooldocs.co.nz/

COMMUNITY		
Username: macandrewbay	• School staff	• Your SchoolDocs site
	• Parents and whānau	• The review tool to submit
Password: community	• Any members of the board	feedback to you about
	not using the admin login	the site

2. Roles and Responsibilities:

Role	Responsibility
Board of Trustees	• Oversee the implementation and regular review of attendance • Ensure the plan is published on the school's website • Set an annual attendance target for the school
Tumuaki/Leadership Team	• Lead the implementation of the plan and keep staff updated with any Attendance Professional Development • Monitor school-wide attendance data and trends • Act as the primary contact for moderate and chronic absence cases. • Liaise with Ministry of Education Attendance Service and other support agencies.
Kaiako	• Record attendance accurately at the start of each morning and afternoon session. • Build strong relationships with students and whānau. • Act as a first point of contact for students with irregular absences.
Administration Staff	• Record and update absence notifications daily. • Contact parents/caregivers/whānau on the first day of an unexplained absence. • Maintain accurate contact details for all students. • Follow our Macandrew Bay Electronic Attendance Register Procedure
Whānau/Caregivers	• Ensure their child attends school every day, unless they are unwell. • Notify the school promptly of any absence • Work in partnership with the school to address any attendance concerns.

3. Stepped Attendance Response (STAR) Framework

Attendance Category	Definition	
Regular Attendance	90% or more (absent less than 5 days a term)	Tier 1 – Universal Support: • Acknowledged and celebrated within classes, on school reports and at our Focus Assembly. • Teachers maintain positive communication with whānau.
Irregular Attendance	80%-89% (absent 5-9.5 days a term)	Tier 2 – Targeted Support: • The teacher contacts whānau to understand the reasons for absence. • The school offers support to address any emerging barriers (e.g., transport, uniform). • Attendance is monitored closely for improvement.
Moderate Absence	70%-79% (absent 10-14.5 days a term)	Tier 3 – Intensive Support: • Principal/Senior Leader meets with whānau and

		students to develop a supportive plan. • The plan may involve connecting the family with community resources. • A formal attendance improvement plan is created, with clear goals and check-ins.
Chronic Absence	Less than 70% (absent 15 or more days a term)	Tier 4 – Referral: • All previous steps have been documented and a formal referral is made to the Ministry of Education Attendance Service. • The school continues to work closely with the Attendance Service and whānau.

Attendance policy

Available for View on School Docs: Attendance Procedure and Student Attendance

Attendance management procedures

4. Procedures for Absence Notification and Follow-up

4.1 Daily Attendance Recording on our electronic Student Management System (eTAP)

- Teachers will mark the electronic attendance register for all students by 9:10 am each morning and 1:40 pm each afternoon.
- Attendance will be submitted to the Ministry of Education.
- The school is using the refreshed set of attendance codes as required by the Ministry.

4.2 First-Day Absence Follow-up

- If a student is marked absent without a prior explanation, the administration staff will contact the student's primary caregiver via phone call or text message by 9:30 am.
- If the caregiver cannot be reached, alternative contacts may be tried.
- Unexplained absences that remain unresolved by the end of the school day will be coded as 'E' (Explained and unjustified) or 'T' (Truancy), based on the situation and prior communication. We will avoid leaving any '?' codes on the register.

4.3 Absence Notification by Whānau

- Whānau are expected to notify the school of an absence by 9:00am on the day of the absence.
- This can be done via phone call to the school office at 03 476 1004, email to admin@macandrewbay.school.nz or notify the school via Skool Loop.

4.4 Justified vs. Unjustified Absences

- Justified: Medical certificates (for prolonged illness), bereavement, or religious observances are considered justified. The code 'M' or 'J' will be used.
- Unjustified: Planned holidays during term time, extended family visits, or unapproved sporting events are considered unjustified. The code 'E' or 'G' will be used depending on the situation.

5. Addressing Barriers to Attendance
Recognising the unique challenges of being a small community school on the Otago Peninsula, where some of our families travel to or drop children off on the way to work we will proactively address common barriers:

- Working closely with our parents and whānau to address any barriers for their tamariki attending school through keeping communication lines open and trying to work on establishing clear routines for drop off's for some of our children that have challenges saying goodbye to their whānau in the mornings. We also regularly promote attendance in our school newsletter and communicate with families that it is our expectation for that attendance is regular.

- Community Links: Our school will maintain strong connections with our Health Nurse, RTLB, local police officer and community groups. This network provides a valuable resource for supporting families facing complex challenges.

6. Addressing 'Late' Students
- Students and caregivers come in via the office with a reason for being late.
- Lateness is reviewed regularly by the Principal and Senior Leadership Team to identify students with frequent lateness.
- The teacher contacts whānau to understand the reasons for absence.
- The school offers support to address any emerging barriers.

7. Data Monitoring and Plan Review
- Attendance data is reviewed weekly by the Principal and regularly by Senior Leadership Team to identify students in the Irregular and Moderate absence categories.
- The Board of Trustees receives a termly attendance report.
- This plan will be reviewed annually by the Board of Trustees in consultation with staff, whānau, and the community.

Ministry of Education Guidance:
- The [Ministry of Education NZ](#) provides a guide for schools and kura on managing student attendance.
- The [Ministry of Education NZ](#) refreshed attendance codes